

UNIVERSITI TEKNOLOGI MARA

**THE IMPLEMENTATION OF
FORMATIVE ASSESSMENT IN B.
ED. TESL PROGRAM IN HIGHER
EDUCATION**

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Dissertation submitted in partial fulfilment
of the requirements for the degree of
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Hons.**

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AUTHOR'S DECLARATION

I declare that the work in this thesis/dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

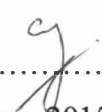
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ABSTRACT

This study is a mixed-method study on the implementation of formative assessment practices in higher education. The purpose of the study is to investigate the practices of formative assessment in B.Ed TESL program in terms of 1) assignment practices, 2) quantity and timing of feedback practices 3) quality of feedback practices and 4) utilization of feedback practices. Moreover, this study investigated the challenges faced by the students in formative assessment and strategies to improve formative assessment in the program. The respondents of the descriptive survey were 105 undergraduates in B.Ed TESL program. Four students and four lecturers were selected to participate in the interview sessions in this study. The result showed that the practices of assignment, quantity and timing of feedback, quality of feedback and the utilization of feedback in the program were at the moderate level. There was a significant difference in the utilization of feedback between genders of students. The relationships between the four dimensions were found to be from low to moderate strength. Furthermore, the challenges in employing formative assessment were relating to personal attitudes, language skills, learning skills, lecturers and peers. Suggestions to improve the practices included giving constructive feedback, enhancing the utilization of feedback and improving the conduct of assignments. It is hoped that the study will contribute to the improvement of formative assessment practices in the program and the policies to implement it. This study indicated that formative assessment practices could benefit the students, the lecturers and the stakeholders in the field.

ABSTRAK

Kajian ini adalah satu kajian kaedah bercampur mengenai pelaksanaan amalan penilaian formatif dalam institusi pendidikan tinggi. Tujuan kajian ini adalah untuk menyiasat amalan penilaian formatif dalam program B.Ed TESL dari segi 1) amalan tugas, 2) kuantiti dan masa amalan maklum balas 3) kualiti amalan maklum balas dan 4) penggunaan amalan maklum balas. Selain itu, kajian ini menyiasat cabaran yang dihadapi oleh pelajar dalam penilaian formatif dan strategi untuk meningkatkan penilaian formatif dalam program ini. Responden kajian deskriptif adalah sebanyak 105 pelajar dalam program B.Ed TES. Empat orang pelajar dan empat orang pensyarah telah dipilih untuk mengambil bahagian dalam sesi temu bual dalam kajian ini. Dapatan kajian menunjukkan amalan tugas, kuantiti dan masa maklum balas, kualiti maklum balas dan penggunaan maklum balas dalam program ini berada pada tahap yang sederhana. Perbezaan yang signifikan dalam penggunaan maklum balas telah dikesan antara pelajar lelaki dan perempuan. Manakala, hubungan antara dimensi di dalam kajian ini adalah dari rendah ke sederhana. Dapatan juga mendapati cabaran dalam menggunakan penilaian formatif iaitu; sikap peribadi, kemahiran bahasa, kemahiran dan pensyarah serta rakan-rakan belajar. Cadangan untuk menambah baik amalan penilaian formatif adalah dengan memberi maklum balas yang membina, meningkatkan penggunaan maklum balas dan meningkatkan pengendalian memberi tugas. Adalah diharapkan kajian ini dapat memberi sumbangan kepada peningkatan formatif dalam aplikasi teori penilaian, amalan dalam program dan pengubalan dasar. Kajian ini menunjukkan bahawa amalan penilaian formatif dapat memberi manfaat kepada pelajar, pensyarah dan juga pihak berkepentingan di dalam bidang pendidikan.

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